



# **Self Assessment**

**Glades Middle School**  
**Broward County School District**

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## **Introduction**

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

## Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 3.67

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	<ul style="list-style-type: none"><li>•Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook)</li><li>•Minutes from meetings related to development of the school's purpose</li></ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is clearly evident in documentation and decision making. This commitment is always reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a strong commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff hold one another accountable to high expectations for professional practice.	<ul style="list-style-type: none"><li>•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose</li></ul>	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders require the use of a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups work collaboratively and consistently in authentic and meaningful ways that build and sustain ownership of the school's purpose and direction. School personnel systematically maintain, use, and communicate a profile with current and comprehensive data on student and school performance. The profile contains thorough analyses of a broad range of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. All improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving all improvement goals. School personnel hold one another accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated regularly. Documentation that the process is implemented with fidelity and yields improved student achievement and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none"><li>•The school data profile</li><li>•Agenda, minutes from continuous improvement planning meetings</li><li>•The school continuous improvement plan</li></ul>	Level 4

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

After reviewing the results of the self-assessment for Standard 1, the data indicates that there are some areas of strengths. At Glades Middle School, it is evident that all stakeholders are committed to improving students' achievement. This is accomplished by the Administration having data chats with each teacher in order to get feedback on learning and teaching strategies, and ensure that teachers know the needs of their students. Weekly PLS's are a part of the school's weekly agenda, and this process facilitates collaboration between teachers in the different departments. Additionally, parents play a very important role in making their input in monthly SAC (Schools Advisory Meetings). In general, the school aims to make learning very student-centered and communicates this goal to the stakeholders via students agenda, the school's website, parent-link, letters, and surveys.

An area where improvement is needed would be to allow more stakeholders to participate in the involvement of utilizing the information available to them regarding the school's purpose and direction and in the continuous improvement process. This effort has been made possible via Parent Link and the encouragement of parents to become more involved in events held at the school.

Glades success can be attributed to both leadership and faculty committing to a culture that is based on the fact that teaching and learning should be focused on students' achievement that will serve their lifespan.

## Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 2.83

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"><li>•Student handbooks</li><li>•Staff handbooks</li><li>•School handbooks</li></ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body ensures that its decisions and actions are in accordance with defined roles and responsibilities, are ethical, and free of conflict of interest. Governing body members participate in professional development regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations.	<ul style="list-style-type: none"><li>•Governing body minutes relating to training</li></ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"><li>•School improvement plan developed by the school</li><li>•Agendas and minutes of meetings</li></ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	<ul style="list-style-type: none"><li>•Examples of collaboration and shared leadership</li><li>•Survey results</li></ul>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	<ul style="list-style-type: none"><li>•Survey responses</li><li>•Involvement of stakeholders in a school improvement plan</li></ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	<ul style="list-style-type: none"><li>•Supervision and evaluation documents with criteria for improving professional practice and student success noted</li><li>•Job specific criteria</li></ul>	Level 3

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

Analysis of Standard 2 identified several areas of strength. Glades Middle School operates under leadership that promotes and supports student performance and school effectiveness. This is demonstrated in the following ways: the governing body operates responsibly and functions effectively. It has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics and free of conflicts of interest.

In addition, the governing body ensures that the school leadership has autonomy to meet goals for achievement and instruction to manage day-to-day operations affectivity. This is demonstrated in the following ways: the governing body maintains a clear distinction between its roles and responsibilities and those of school leadership.

Evidence of standard 2 is demonstrated in the following artifacts: minutes from meetings, current and archived SIP plan, and agendas and minutes of meetings.

With regards to the areas of strength, these will be maintained through a cohesive and collaborative process for developing the school improvement plan. Additionally, the governing body will follow by- laws, polices and procedures.

Further discussions identified some of the areas in need of improvement. It was determined that leadership needs to better engage stakeholders in support the school's purpose and direction. To address this area in need of improvement in the documentation to measure the contributions of parental and community involvement needs to be implements. Documentation, such as sign-in sheets, and the development and implementation of a follow-up process to continue will need to be adopted in order to engage all stakeholders.

### **Standard 3: Teaching and Assessing for Learning**

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 3.17

<b>Indicator</b>	<b>Statement or Question</b>	<b>Response</b>	<b>Evidence</b>	<b>Rating</b>
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that align with the school's purpose. Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level. Like courses/classes have the same high learning expectations. Learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"><li>•Lesson plans</li><li>•Learning expectations for different courses</li><li>•Posted learning objectives</li><li>•Course schedules</li><li>•Course descriptions</li></ul>	Level 4

<b>Indicator</b>	<b>Statement or Question</b>	<b>Response</b>	<b>Evidence</b>	<b>Rating</b>
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"><li>•Curriculum guides</li><li>•Common assessments</li><li>•Products – scope and sequence, curriculum maps</li><li>•Lesson plans aligned to the curriculum</li></ul>	Level 3



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Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"><li>•Teacher evaluation criteria</li><li>•Professional development focused on these strategies</li><li>•Authentic assessments</li><li>•Examples of teacher use of technology as an instructional resource</li><li>•Examples of student use of technology as a learning tool</li><li>•Student work demonstrating the application of knowledge</li><li>•Findings from supervisor walk-thrus and observations</li><li>•Interdisciplinary projects</li></ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"><li>•Curriculum maps</li><li>•Documentation of collection of lesson plans and grade books</li><li>•Supervision and evaluation procedures</li><li>•Peer or mentoring opportunities and interactions</li><li>•Recognition of teachers with regard to these practices</li><li>•Examples of improvements to instructional practices resulting from the evaluation process</li><li>•Administrative classroom observation protocols and logs</li></ul>	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.	<ul style="list-style-type: none"><li>•Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project</li><li>•Calendar/schedule of learning community meetings</li><li>•Examples of improvements to content and instructional practice resulting from collaboration</li></ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers systematically use an instructional process that clearly informs students of learning expectations and standards of performance. Exemplars are provided to guide and inform students. The process requires the use of multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and immediate feedback about their learning.	<ul style="list-style-type: none"><li>•Examples of learning expectations and standards of performance</li><li>•Examples of assessments that prompted modification in instruction</li><li>•Samples of exemplars used to guide and inform student learning</li></ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.	<ul style="list-style-type: none"><li>•Records of meetings and walk thrus/feedback sessions</li><li>•Professional learning calendar with activities for instructional support of new staff</li><li>•Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning</li><li>•Personnel manuals with information related to new hires including mentoring, coaching, and induction practices</li></ul>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress.	<ul style="list-style-type: none"><li>•Volunteer program with variety of options for participation</li><li>•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days</li><li>•Calendar outlining when and how families are provided information on child's progress</li><li>•Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process</li></ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"><li>•List of students matched to adult advocate</li></ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	<ul style="list-style-type: none"><li>•Sample report cards for each grade level and for all courses</li><li>•Policies, processes, and procedures on grading and reporting</li></ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"><li>•Results of evaluation of professional learning program.</li><li>•Evaluation tools for professional learning</li></ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	<ul style="list-style-type: none"><li>•List of learning support services and student population served by such services</li><li>•Training and professional learning related to research on unique characteristics of learning</li><li>•Data used to identify unique learning needs of students</li></ul>	Level 3

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

Glades Middle school area of strength always has been and continues to be its teaching faculty and staff.

3.1 We are able to provide all students with challenging and equitable opportunities to develop learning skills, thinking skills and life skills that align with the school's purpose. We all have the same high learning expectations and learning activities, individualized for each student to support their successes. Including course descriptions, course schedules, learning expectations for different courses, represented samples of student work across courses, posted learning objectives and lesson plans.

3.2 Our school personnel monitor and adjust curriculum, instruction and assessment to ensure vertical and horizontal alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure this alignment. Possible evidence include curriculum guides, lesson plans aligned to the curriculum, scope and sequence curriculum maps and common assessments.

3.3 Great effort is made to meet the individual needs of each student. Our teachers personalize instructional strategies and interventions to address individual learning needs of each student when necessary. This is done through student work demonstrating the application of knowledge, examples of teacher use of technology as an instructional resource, example of student use of technology as a learning tool, interdisciplinary project and authentic assessments.

3.4 Our middle school leaders do an excellent job of formally and consistently monitoring instructional practices through supervision and evaluation procedures beyond classroom observations to ensure that instructional staff is teaching the approved curriculum to all students. Frequent walk-throughs, curriculum maps and documentation of collected lesson plans and grade book, recognition of teachers with regard to these practices are evidence of success in this indicator. Organizational processes and structures are in place to allow us to continue our success in this area.

3.6 Our teachers systematically use instructional process that clearly inform students of learning expectations and standards of performance. Exemplars are provided to guide our students. Outstanding effort is made to use formal assessments to provide ongoing modification of instruction and provide data for possible curriculum revision. Teachers make every effort to give immediate feedback to students about their learning.

3.7 School personnel are engaged in monitoring, coaching and induction programs are consistent with the school's values and beliefs. Evidence of this include professional learning calendar with instructional support of new staff, record of meetings and walk through, feedback sessions, personnel manuals with information related to new hires.

3.8 Our middle school engages families in meaningful ways in their children's education through opportunities to attend specific meetings, access to online grades, daily assigned student agendas, after school activities, open house, scheduled parent conferences, active parent-teacher association and many opportunities for parent volunteers.

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3.10 Teachers use common grading and reporting policies, processes and procedures based on clearly defined criteria to represent each student's attainment of content knowledge and skills. These are formally and regularly evaluated. Report cards and interims are distributed four times a year and grades are available online on a daily basis.

3.11 Professional development exist on a district-wide and school-wide basis. All staff members participate in a continuous program of professional learning that is aligned with the school's purpose. It is based on the needs of the school.

3.12 Learning support services use data to meet the learning needs of all students. IEP's are available and is scheduled to explain to all teachers involved in the learning process of each child. There are frequent re-evaluations made as indicated by bi-annual evaluation reports. Our school's personnel stay current on research related to unique characteristic of learning and provide related learning support services to all students.

The follow areas in need of improvement were:

3.5 Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occur by grade levels and/or content areas. Possible evidence is the calendar schedule of learning community meetings, examples of interdisciplinary instruction and classroom research project, example of improvements to content and instructional practice resulting from collaboration.

3.9 School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationship over time with the student. Most students participate in the structure which allow school's employees to gain insight to the students' needs regarding learning, thinking and life skills. Possible evidence of this is a list of students matched with adult advocate.

## Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 2.86

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> <li>•School budgets for the last three years</li> <li>•Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff</li> <li>•Documentation of highly qualified staff</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are sometimes focused on supporting the purpose and direction of the school. Instructional time is usually protected. School leaders attempt to secure material and fiscal resources to meet the needs of all students. School leaders express a desire to allocate instructional time, material resources, and fiscal resources so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations sometimes include achieving the school's purpose and direction.	<ul style="list-style-type: none"> <li>•Examples of efforts of school leaders to secure necessary material and fiscal resources</li> <li>•School schedule</li> <li>•School calendar</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	<ul style="list-style-type: none"> <li>•Records of depreciation of equipment</li> <li>•Documentation of compliance with local and state inspections requirements</li> <li>•Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures.</li> <li>•Maintenance schedules</li> </ul>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	•Budget related to media and information resource acquisition	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	•Assessments to inform development of technology plan	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a clearly defined process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of all students. Valid and reliable measures of program effectiveness are in place, and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.	•Schedule of family services, e.g., parent classes, survival skills  •Social classes and services, e.g., bullying, character education  •List of support services available to students	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel endeavor to determine the counseling, assessment, referral, educational, and career planning needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.	•Description of IEP process  •Description of referral process	Level 2

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

In reviewing Standard 4, the following strengths were identified:

At Glades Middle School high expectations are set. Despite limited school resources, school leadership has made an attempt to improve the infrastructure. Faculty, staff, and students strive to maintain a clean and healthy school. Emergency procedures are followed on a regular basis. ELL and ESE departments provide adequate services that support counseling, assessment, referral, educational and some career planning needs. There are a variety of services and co-curricular activities such as bullying and character education presentations.

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Technology has also improved through the implementation of dedicated labs and in influx of computers with the new textbooks in sixth grade.

Some of the ways that the areas of strength will be sustained are through: 1. Presenting RTI and referral process at a faculty meeting, 2. Revising the discipline plan, 3. Increasing teacher participation in Safety and Health school concerns.

The areas in need of improvement that were identified for standard 4 were the following: 1. Security and custodial personnel is limited, 2. Media center needs to be accessible to the students, 3. More teacher training with technology is needed.

These areas will be improved pending budget increase. Also, the implementation of a technology plan that reaches all teachers would be useful in utilizing all of the technology in our school.



## Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 2.2

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel use an assessment system that produces data from multiple assessment measures about student learning and school performance. The system generally provides consistent measurement across classrooms and courses. Some assessments, especially those related to student learning, are proven reliable and bias free. The system is evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"><li>•Documentation or description of evaluation tools/protocols</li><li>•Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance</li><li>•Evidence that assessments are reliable and bias free</li></ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Some processes and procedures for collecting, analyzing, and applying learning from data sources are used by professional and support staff. Data sources include limited comparison and trend data about student learning, instruction, the effectiveness of programs, and organizational conditions. School personnel use data to design, implement, and evaluate continuous improvement plans.	<ul style="list-style-type: none"><li>•Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning</li><li>•List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning</li></ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"><li>•Professional learning schedule specific to the use of data</li></ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate mixed levels of improvement, and school personnel sometimes use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"><li>•Evidence of student readiness for the next level</li><li>•Evidence of student growth</li><li>•Evidence of student success at the next level</li></ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	<ul style="list-style-type: none"><li>•Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders</li><li>•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals</li></ul>	Level 3

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

The school establishes and maintains a clearly defined and comprehensive student assessment system. We are doing ongoing formative assessments generated from the district, and FAIR, FCAT/FSA, and EOCs generated from the state. These exams have been assessed for reliability and are bias free. Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning and the achievement of school improvement goals to stakeholders. Stakeholders are part of the process of approving the school improvement plan and the plan is available online for stakeholders to access. Individual student data is available on Virtual Counselor and school wide data is available on the FLDOE website. These methods and systems in place will be continuously maintained to sustain these areas of strengths. "Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation and organizational conditions" and "the school engages in a continuous process to determine verifiable improvement in student learning, including readiness and the success at the next level" are a mixture of strength and need for improvement. While we systematically collect and process data on student learning, we need to use the data to better determine trends and the effectiveness of programs, thus designing more effective programs and organizational conditions. We also need to improve in the area of training professional and support staff in the evaluation, interpretation, and the use of data. We need a more ongoing process of systematic training and refresher courses so that the staff understands the data and so can use it for student learning, effective programs, and productive organizational conditions.

Report Summary

Scores By Section

